

**Objectives to teach in every term in Year 2**

In addition to previous learning, pupils should learn how to...

Reading	Reading	Writing	Transcription
<p><b>Becoming a Reader</b> Enjoy books and reading Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction that are read to them and those that they can read for themselves Offer opinions and preferences about books, backed up by reasons Discuss favourite authors Discuss their favourite words and phrases</p> <p><b>Word Reading</b> Blend GPCs to read accurately Recognise alternative sounds for graphemes Apply phonic knowledge across the curriculum <b>Read most words containing common suffixes (link to spelling) (EXS KS1)</b> <b>Read most common exception words (National Curriculum Appendix 1) (EXS KS1)</b> Orchestrate a range of reading strategies to decode successfully Self-correct when reading aloud</p> <p><b>Fluency</b> <b>Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (EXS KS1)</b></p>	<p><b>Reading Comprehension</b> Use the surrounding text to aid them in understanding unknown vocabulary Infer meanings from the vocabulary used Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known Develop an active attitude towards imagining by responding to what they have read or listened to e.g. through talk, drama, drawing <b>Check that the text makes sense as they read and correct inaccurate reading (EXS KS1)</b> <b>Build comprehension by retrieving basic information from a text (EXS KS1)</b> Order the events in a text <b>Make inferences about characters, settings and events (EXS KS1 and GD KS1)</b> <b>Make a plausible prediction about what might happen on the basis of what has been read so far (GD KS1)</b> <b>Retrieve information from the text to answer questions (EXS KS1)</b></p> <p><b>Becoming a Researcher</b> Use indexes, contents pages, headings and captions to navigate non-fiction texts Navigate simple alphabetically ordered texts Use screen based and book conventions to find information efficiently and safely</p>	<p><b>Planning, Composing and Evaluating</b> Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Use underlying structures from reading (picture books or short stories) to aid planning <u>Use planning to give structure to their writing</u> Embed the sentence by sentence process of think, say, write, check <b>Write about personal experiences and real events (EXS KS1)</b> <b>Write a coherent story for an (often real) audience (EXS KS1)</b> Write non-narrative text types for a clear purpose and a specific (often real) audience Write a poem based on a given structure <b>Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1)</b> Use the key narrative writing skills of telling and description (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing and persuading (see Appendix C) <u>Ensure that there is a clear structure to their writing</u> <u>Use adventurous vocabulary</u> Re-read writing for sense Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 2)</p>	<p><b>Spelling</b> <b>Segment words into individual phonemes to aid correct spelling (WTS KS1 and EXS KS1)</b> <b>Choose the correct grapheme where there are several options (EXS KS1)</b> <u>Use the frequency and usual position of graphemes to make a spelling choice</u> <b>Spell y2 common exception words correctly (National Curriculum Appendix 1) (contributes to WTS/EXS/GD KS1)</b> Investigate spelling patterns and conventions Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work</p> <p><b>Handwriting and Presentation</b> Write legibly (WTS KS2)</p>

<p><b>Sound out most unfamiliar words accurately, without undue hesitation (EXS KS1)</b></p> <p><u>Read Year 2 texts with expression and appropriate volume</u></p> <p><u>Read Year 2 texts with good phrasing</u></p> <p><u>Read Year 2 texts smoothly with few breaks</u></p> <p><u>Read Year 2 texts at conversational pace</u></p>		<p>Improve their writing by using new vocabulary (from Appendix B – year 2)</p> <p>Ensure that there is a clear structure in their writing</p> <p>Evaluate their writing with others and by themselves</p> <p>Use expression when reading aloud their writing</p> <p><b>Grammar and Punctuation</b></p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions</p> <p><b>Draw on their reading to inform the grammar and vocabulary of their writing (GD KS1)</b></p>	
--	--	--	--

**+ Objectives to teach in the Autumn Term of Year 2**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b></p> <p>Add detail to their talk to keep the listener interested</p> <p>Follow up listening with relevant questions</p> <p>Keep on topic during discussion</p> <p><b>Drama</b></p> <p>Make up plays from stories and other stimuli</p>	<p><b>Becoming a Reader</b></p> <p>Retell a story using words and phrases from the text</p> <p><b>Word Reading</b></p> <p><b><u>Read words of two or more syllables (EXS KS1)</u></b></p> <p>Sound out unfamiliar words and use other reading strategies when reading aloud</p> <p><b>Fluency</b></p> <p>Re-read books to build fluency and confidence</p>	<p><b>Grammar and Punctuation</b></p> <p>Recognise and write statements</p> <p>Recognise and write questions</p> <p>Recognise and write exclamations</p> <p>Recognise and write commands</p> <p><b><u>Join sentences with 'or' and 'but' (EXS KS1)</u></b></p> <p>Use precise and appropriate verbs when writing</p> <p>Understand that an apostrophe is used for omission</p> <p><b>Use apostrophes for simple contracted forms (GD KS1, WTS KS2)</b></p>	<p><b>Spelling</b></p> <p>Spell words ending with the 'i' sound spelt y e.g. fry</p> <p><u>Spell words where -es is added to a word ending in y e.g. flies</u></p> <p>Spell words with the 's' sound spelt c before e, i and y e.g. city</p> <p>Spell words beginning with the 'r' sound spelt wr e.g. wrote</p> <p>Spell words ending with the 'ee' sound spelt ey e.g. monkey</p> <p>Spell words with the 'u' sound spelt o e.g. Monday</p> <p><b>Spell words with the suffix -ly e.g. badly (GD KS1)</b></p> <p>Spell contracted words using the apostrophe e.g. can't</p>

	<p><b>Reading Comprehension</b>          Develop understanding by linking reading to prior knowledge and/or background information          Ask questions to themselves as they are reading          Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions          Recognise and discuss features of different texts          Recognise recurring story language</p>		<p>Spell frequently confused common homophones e.g. here and hear</p> <p><b>Handwriting and Presentation</b>  <u>Form lower case letters of the correct size relative to one another (WTS KS1)</u>  <u>Write upper case letters and digits of the correct size, orientation and relationship to other letters and digits (EXS KS1)</u></p>
--	---	--	--

**+ Objectives to teach in the Spring Term of Year 2**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b>            Use emphasis, story language and interesting vocabulary when telling stories            Comment constructively after listening            Reach agreement in a group</p> <p><b>Drama</b>            Show a character through movement</p>	<p><b>Becoming a Reader</b>            Retell a story from memory, including all the main parts</p> <p><b>Word Reading</b>  <u>Read words of two or more syllables (EXS KS1)</u>            Sound out unfamiliar words and use other reading strategies when reading aloud</p> <p><b>Fluency</b>            Decrease reliance on 'sounding out' in common words</p> <p><b>Reading Comprehension</b>            Develop understanding by linking reading to prior knowledge and/or background information            Ask questions to themselves as they are reading            Use vocabulary knowledge, including synonyms, to aid comprehension            Use vocabulary knowledge, including synonyms, to aid inference</p>	<p><b>Planning, Composing and Evaluating</b>  <u>Develop an idea over several sentences</u>  <u>Add detail to writing when it is necessary</u>            Build writing stamina through writing longer pieces            Check writing for consistent use of tense  <b>Edit their work by making simple additions and revisions (GD KS1)</b>  <b>Proof read their work for spelling, grammar and punctuation errors (GD KS1)</b></p> <p><b>Grammar and Punctuation</b>  <u>Use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)</u>            Avoid using 'and', 'but' or 'so' after a full stop  <u>Write and use expanded noun phrases</u>            Recognise and know the purpose of adjectives            Form adjectives using -ful, -er, -est and -less (link with spelling)            Understand that an apostrophe is used for possession</p>	<p><b>Spelling</b>            Spell words with the 'j' sound spelt j, g, ge and dge            Spell words with the 'or' sound spelt a before an l or a ll e.g. call            Spell words with the 'or' sound spelt ar after w e.g. warm            Spell words with the 'o' sound spelt a after w and qu e.g. watch            Spell words with the 'ur' sound spelt or after w e.g. word  <b>Spell words with the suffixes -ful and -less (GD KS1)</b>  <u>Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried</u>            Spell two syllable words ending in -tion e.g. station            Use the possessive apostrophe with singular nouns e.g. Sid's</p> <p><b>Handwriting and Presentation</b>  <b>Use diagonal and horizontal strokes to join letters together (GD KS1)</b></p>

	<p><b><u>Explain what has happened so far in what they have read (EXS KS1)</u></b>  Recognise and discuss the sequence of events in fiction and how items are related in non-fiction  Recognise recurring language in stories and poetry</p>	<p><b>Use apostrophes for singular possession (GD KS1)</b></p>	<p>Know which letters not to join  Type simple sentences accurately</p>
<p align="center"><b>+ Objectives to teach in the Summer Term of Year 2</b></p>			
<p>In addition to previous learning, pupils should learn how to...</p>			
<p align="center"><b>Spoken Language</b></p>	<p align="center"><b>Reading</b></p>	<p align="center"><b>Writing</b></p>	<p align="center"><b>Transcription</b></p>
<p><b>Speaking, Listening and Discussion</b>  Use gesture to support talk  Be able to extract key points when listening to an adult  Ensure all group members have a turn</p> <p><b>Drama</b>  Learn and deliver some lines  Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects</p>	<p><b>Becoming a Reader</b>  Retell a stock of basic stories</p> <p><b>Fluency</b>  Learn some classic poems by heart</p> <p><b>Reading Comprehension</b>  <b>Make links between the book they are reading and other books they have read (GD KS1)</b>  Ask 'Why' and 'I wonder' questions  Use vocabulary knowledge, including synonyms, to aid comprehension  Use vocabulary knowledge, including synonyms, to aid inference  <b><u>Explain what has happened so far in what they have read (EXS KS1)</u></b>  Discuss which words and phrases are effective</p>	<p><b>Planning, Composing and Evaluating</b>  <u>Add detail to writing when it is necessary</u>  Make their writing lively and interesting for the reader  Link ideas to make writing flow e.g. last time, also, after, then, soon, at last, and another thing...  Build writing stamina through writing longer pieces  Check writing for consistent use of tense  <b>Edit their work by making simple additions and revisions (GD KS1)</b>  <b>Proof read their work for spelling, grammar and punctuation errors (GD KS1)</b></p> <p><b>Grammar and Punctuation</b>  Avoid using 'and', 'but' or 'so' after a full stop  Form nouns by using suffixes such as -ness and -er.  <b><u>Write consistently in 'past' or 'present' tense (EXS KS1)</u></b>  Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing  Recognise and know the purpose of -ly adverbs</p>	<p><b>Spelling</b>  Spell words ending in the 'l' sound and spelt -le e.g. table  Spell words ending in the 'l' sound and spelt -el e.g. camel  Spell words ending in the 'l' sound and spelt -al e.g. pedal  Spell words ending in the 'l' sound and spelt -il e.g. fossil  Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw  Spell the 'zh' sound spelt s e.g. treasure  <b>Spell words with the suffix -ment e.g. enjoyment (GD KS1)</b>  <b>Spell words with the suffix -ness e.g. sadness (GD KS1)</b>  <u>Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest</u>  <u>Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping</u>  Spell further common homophones e.g. there, their and they're</p> <p><b>Handwriting and Presentation</b></p>

		Form <b>and use</b> adverbs by adding –ly to adjectives Learn to use some features of written standard English <b>Use commas for lists (GD KS1, WTS KS2)</b>	<b>Use diagonal and horizontal strokes to join letters together (GD KS1)</b> <b><u>Ensure spacing between words is appropriately sized (EXS KS1)</u></b> Type simple sentences accurately
--	--	--	---